

6 month reporting date 10 /06 / 03
 12 month reporting date 04 /06 / 04
 18 month reporting date 10/ 06/ 04
 CLOSED 10/06/04

Mobridge Improvement Plan/Progress Report

Principle One—General Supervision				
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p style="margin-top: 20px;">In a review of files, the review team was unable to find an IEP in effect as of the December 1, 2001 for 4 students. The district will be required to return funds received for these misclassified students. A letter from the Office of Special Education will be generated requesting the amount of funds to be returned.</p>				
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p style="margin-top: 10px;">All students reported on the December child count will have an active IEP.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p style="margin-top: 10px;">Every child on the child count will have an IEP on file that is active on the December child-count date.</p>				
Short Term Objectives or Benchmarks: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
The Special Education Director will gather IEP cover sheets in November.	Prior to Thanksgiving Vacation	<i>SPED teachers</i> SPED Director		Met June 04
The Special Education Director will use DDN Campus to record and track IEPs that have been discontinued.	Ongoing throughout the year	SPED Director	Ongoing	Met June 04

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The Special Education Director will use an Excel spreadsheet to tract annual reviews and lapsed IEPs.	Ongoing throughout the year	SPED Director	Ongoing	Met June 04
Please explain the data (6 month) As of Aug. 22nd 2003 16 students have been dropped and 8 students with active IEPs have been added. Two new students have been added to speech. The DDN Campus and spread sheet have been up dated.				
Please explain the data (12 month) Since August 22, 2003 -8 students with active IEP's have been added to our count in Special Ed. 10 students have been added with speech IEP's . 5 speech IEP's have been discontinued (students have been dismissed). Cover sheets for all IEP's have been collected and the Excel spreadsheet will be updated by May 1st. DDN campus for sped has been updated March 11, 2004 and final update will be completed by May 15th.				

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Principle Two—Free Appropriate Public Education

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

The review team determined that suspension/expulsion procedures have not been implemented correctly in the district. Through staff interviews the team found two students in need of special education or special education and related services had been suspended for more than 10 days without the IEP team being reconvened. The IEP meeting was held on the 19th day of suspension for one student. The second student was suspended several times for a cumulative total, which exceeded 20 days, with no evidence found that the IEP team came together for a meeting. Functional behavior assessments were neither completed nor positive behavior interventions developed for either student.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

Students with disabilities who have been suspended or expelled from school for more than 10 cumulative school days are provided a free appropriate public education.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (**Multiple goals may be identified for each principle. Please complete a new sheet for each goal.**)

Appropriate procedures will be put into place to ensure that students who have been suspended or expelled will be provided with a free appropriate public education.

Short Term Objectives or Benchmarks: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
The MS/HS principal and Elem. Principal will e-mail all Out of School Suspensions to the SPED director the last day of the week the suspension occurred.	Weekly Principal's Reports	<i>MS/HS Principal</i> Elem. Principal SPED Director	Ongoing	Met June 04

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Manifest Determinations and IEP meetings- will be done after the 5 th day of OSS and before the 10 th day of OSS(Out of School Suspension)	Schedule the following week	<i>SPED teachers</i> SPED Director	Ongoing		Met June 04
The Special Education Director shall track out of school suspensions in the district weekly.	Ongoing throughout the year	<i>MS/HS Principal</i> Elem. Principal SPED Director	Ongoing		Met June 04
Training will be provided to office staff by the SPED director in tracking OSS students and the required provision of services while under suspension/expulsion.	Prior to April, 2003	SPED Director Office Staff	Ongoing	Not met Submit date of training with 18 month report.	MET Oct. 04
<p>Please explain the data (6 month)</p> <p>SpED Director will receive weekly principals reports to track suspensions. In reviewing 3/3 files of students who have been OSS in the past school year, no students have been suspended to date, therefore no manifestation of determination are required at this time.</p>					
<p>Please explain the data (12 month)</p> <p>SpEd Director has reviewed 6 files of sped students who have been OSS this school year, one student was suspended for 9 days, and a manifestation of determination meeting was held. Elementary principal is providing weekly report, Middle School/High School staff is providing OSS information whenever OSS occurs.</p>					

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Please explain the data (18 month)

We have now have a full time principal in the middle school/high school and the Special Ed. Director receives his principal's report every Friday of any behavior issues. The SpEd Director records and files these reports and track the students who are on IEP's. The Elementary principal continues to send the weekly reports to the SpEd Director. While a student was on OSS in Feb. 2004, services were provided for this student by a certified sped teacher for approximately 2 hours or more as needed to complete the work on a daily bases.

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Principle Three—Appropriate Evaluation

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

The team concluded through staff interviews and file reviews that parental input is not consistently received nor documented within the Mobridge School District. In 13 of 21 files reviewed, there was not documentation that parents were given opportunity for input into planning the evaluation process.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. As a part of the evaluation process, the district provides the parent with the opportunity to provide input into the evaluation process.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)
All student evaluations will show evidence of parental input.

Short Term Objectives or Benchmarks: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. Prior notice forms have blank areas that will be used to record parental input.	Current practice	<i>SPED staff</i>	Met	Met and ongoing
2. Parent input is gathered by phone or personal contact in order to discuss consent for evaluation with parents.	Current <i>practice</i>	<i>SPED Teacher</i>	Ongoing	Met June 04
3. The prior notice form used by the Mobridge School documents requests for parental input regarding which evaluations will best meet their child's needs.	Current practice prior to sending permission to evaluate	SPED staff Parents	ongoing	Met June 04

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4. The SPED director will do a random check of files (10%) at each school building.	At end of each semester	SPED director	Ongoing	Met June 04
Please explain the data (6 month) Parents are invited to all Teacher Assistance Team (TAT) meetings. By the end of 2nd semester, 2003 school year, the SPED director found 12 / 12 files had documentation for parental involvement documented on the prior notice.				
Please explain the data (12 month) SpEd /gen.ed teachers meet/make phone calls with parents of students to determine appropriate evaluations. This is documented on the prior notice form. In reviewing 15/of 18 files at the end of the 3rd quarter documentation was noted.				

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Principle Three—Appropriate Evaluation

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

The review team determined requirements are not implemented to complete functional assessment to determine strengths and needs or how the disability impacts progress through the regular curriculum. Special educators indicated they were aware of the requirement, but uncertain how to do functional assessments so they had not been completed. In 18 of 21 files reviewed, there was no documentation of functional assessments. Staff did not understand this information must be collected and used for determining specific skills areas affected by the student's disability, the student's present levels of performance, their progress in the general curriculum or development of measurable annual goals and short term instructional objectives.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

A variety of assessment tools and strategies are used to gather relevant functional and developmental information, including how the child will be involved in and progress in the general education curriculum.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (**Multiple goals may be identified for each principle. Please complete a new sheet for each goal.**)

1. Each evaluation report will have some summary of functional assessment.
2. Functional assessment information will be used to develop each student's present levels of performance statement within the IEP.

Short Term Objectives or Benchmarks: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

6 month progress
Record date
objective is met

12 month progress
Record date
objective is met

1. Training will be provided to SPED staff in "functional assessment" during the school year. A cadre of tools will be developed by staff during this training.

In 2002-2003

*SPED
Director
DECA*

Met

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2. Functional assessment will be included in the evaluation process summarized in the evaluation report and used to develop student present levels of performance.	<i>Current practice</i>	<i>SPED teachers</i>	Ongoing	Met June 04
3. SPED teachers will review their files to determine if functional assessments were used. If functional assessments are missing, one will be completed and an addendum will be written and added to the IEP.	May 2003	SPED teachers	Ongoing	Met June 04
Please explain the data (6 month) Robin Cline trained and presented, April 17, 2003 for all Sped and Freeman-Davis Staff regarding Functional Assessment and inclusion. SpEd director reviewed files and 10/10 contained functional assessments completed as of May 2003.				
Please explain the data (12 month) Functional assessments are a component of the evaluation/reevaluations process completed this school year. As of Mach 31, 2004 the SpEd Director reviewed 17 files and noted that all contained functional assessments, which were being used to develop PLOPs.				

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Principle Four—Procedural Safeguards

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

Each school district shall annually notify parents of students currently in attendance and eligible students currently in attendance at the agency or institution of their rights under the Act and this notice must contain specific content. The monitoring team reviewed the FERPA notice as provided in a handbook used by Freeman Davis and concluded that required contact was lacking.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

Every attendance center will annually notify parents of their rights under the Family Education Rights and Privacy Act.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (**Multiple goals may be identified for each principle. Please complete a new sheet for each goal.**)

A correct and current copy of FERPA will be updated annually.

Short Term Objectives or Benchmarks: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
In the spring the Superintendent will check the FERPA notice for accuracy prior to publishing it in the Mobridge Tribune, student handbook and posting it at all attendance centers.	<i>August, 2003</i>	Superintendent School Principals	MET	
Copies will be kept on file.	September, 2003	SPED Director		Met

Please explain the data (6 month)

Current FERPA was placed in Elementary/Middle School/High School Hand Books and in local paper at the beginning of school.

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Please explain the data (12 month)
Will be reviewed and completed by Superintendent – May 1, 2004

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Principle Five—Individualized Education Program				
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>Through review of student file records and interviews the team found that progress reporting does not happen for the preschool population. In all preschool files reviewed there was no documentation of progress reports. The preschool special educator indicated she sees parents on a daily basis and gives them verbal reports regarding the progress of their children.</p>				
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>All parents with students on Individual Education Plans will receive progress reports as often as parents of students without disabilities.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>Progress reports will go home as often as reports go home for non-disabled students.</p>				
Short Term Objectives or Benchmarks: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
At preschool IEP meetings the SPED Director will check on report cards to see if they are included and current.	On-going	SPED Director Preschool Teacher	Ongoing	Met June 04
Method and frequency of progress reporting is determined by each IEP team and recorded on the goals and objectives sheet.	Current practice	<i>SPED teacher</i>	Report at 12 month date	Met

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<p>The goal and objective page from the IEP which is used with comments attached and mailed to the parents is kept in the student's IEP. The SPED director will check 10% for completion at semester's end.</p>	<p>May 2003 January 2004</p>	<p><i>SPED Teachers</i> SPED Director</p>		<p>Met June 04</p>
<p>Please explain the data (6 month) All preschool files will be reviewed at semester time. The SpEd director will confer with parents to assure reports have been mailed as often as students without disabilities. Preschool reports have gone home at the same intervals as K-3 report cards for the past year.</p>				
<p>Please explain the data (12 month) At the end of 3rd Quarter SpEd Director has reviewed 5/5 on-line IEP's and find preschool reports are prepared at the same interval as K-3 and 3 parents were contacted to determine if they received them.</p>				

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Principle Five—Individualized Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

Through interviews with special education staff and file reviews the review team concluded transition services do not adequately address the required outcome oriented process based upon the unique needs of the individual. In 3 of 4 files reviewed of students 16 or older, appropriate assessments were either not completed or documented for the purpose of transition planning. In 3 of 6 files reviewed of transition age students, outcome statements for employment were not appropriately written to describe the long-term employment outcome. These statements described current skills, i.e., “completes chores at home; works to clean kennels,” or statements such as “unsure of type of employment...” Teachers interviewed suggested confusion over assessment for transition planning and how to write appropriate outcomes.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

Students of transition age will have appropriate assessments, outcome statements, and services planned to meet outcomes.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (**Multiple goals may be identified for each principle. Please complete a new sheet for each goal.**)

1. All students of transition age will have appropriate assessments in transition to aid in planning.
2. All students of transition age will have transition services based upon assessment that prepare them for post school activities.

Short Term Objectives or Benchmarks: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
Training will be done in transition planning for MS/HS staff	Dec. 2003	SPED Director Adult Services		Met June 04
Based upon the assessments and interests, outcomes will be written for each student in the areas of independent living and employment.	Current practice	SPED teachers		Met June 04

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As students age and employment outcomes are written, outside agencies may be contacted for help in this process.	Current practice	SPED teachers		Met June 04
SPED director will check files at each IEP meeting for transition services and assessments in transition.	IEP's as scheduled	SPED Director	Ongoing	Met June 04
Please explain the data (6 month) In 3/3 IEP meetings. SpEd Director verified transition plans were written to meet the outcomes SpEd teachers will use vocational assessments provided and work with the school counselors to develop outcomes. Training is being planned for transition.				
Please explain the data (12 month) SpEd Director and High School SpEd teacher attended transition training Jan 9th, 2004 at Pierre. In reviewing 13/13 files, outcomes were written in the area of employment and independent living. Rehabilitation resources from One Stop Career and Oahe Inc. have been utilized to determine appropriate placement and assistance. Ted Williams (North East Mental Health) has assisted in transition planning for one of our high school students				

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Principle Six—Least Restrictive Environment

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

Through staff interviews, file reviews and observations the monitoring team concluded that regardless of the nature and severity of the disability, unique need or strengths of the student, all students are placed in the resource room for special education services at Freeman Davis elementary school. Least restrictive environment through a continuum of alternative placements is not a reality in this setting. A review of 5 files and interviews with both classroom teachers, the special educator, and the paraprofessional supported this conclusion. All students with special needs are pulled into the resource room for services. The time in the resource room is generally the same if the students qualify in reading, math and spelling: 1hr reading, 1 hr. phonics/spelling, math, 45 minutes. The justification statement on the IEPs for the “resource room” students is not student specific and addresses the need for direct instruction, individualized instruction, and to acquire the skills necessary to progress through school successfully rather than justification for not educating the students within the regular classroom.

The LRE sections of the IEP were the same for preschool age students and did not address the unique, individual needs of the students. Through review of middle school speech files with the speech clinician the team determined justification statements were written to describe the services and therapy rather than to justify why the students’ could not be provided in the regular classroom.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

All students will have available the continuum of alternative placement so their education is least restrictive.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (**Multiple goals may be identified for each principle. Please complete a new sheet for each goal.**)

SIMS data will show an increase in students spending more time in regular education classrooms.

Short Term Objectives or Benchmarks: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
Inclusion efforts will continue to be implemented at Freeman-Davis.	<i>May 2003</i>	FD SPED Teacher SPED Director	Ongoing	Met June 04

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In-service 1-3 staff on inclusive classrooms.	May 2003	SPED Director		Not Met Submit date of in- service with 18 month report
Least restrictive environment through a continuum of alternative placements is being implemented. The IEP team will document this at each IEP meeting and will be documented on the justification statement.	<i>Current practice</i>	<i>SPED Director</i> IEP team	Ongoing	Met June 04
Please explain the data (6 month) Of the ten students currently being served at the Freeman-Davis site (9-10-03), five are full inclusion in regular ed.				
Please explain the data (12 month) Six of 17 students are fully included in all of the general curriculum, as determined by the IEP team, 6 students receive 1 hour of service daily in the Resource Room and 5 students receive 1hr.45 min. per day of services. The 5 students who receive 1.45 min per day have high needs for one on one instruction as is documented in the justification statement.				
Please explain the data (18 month) In April of 2003, Robin Cline presented training to the staff at Freeman-Davis School on inclusive classrooms. For the school year 2004-05 there are 12 students on IEP's at Freeman-Davis. 3 students receive 1 hour of services for reading daily in the Resource Room, one of these student also receives 45 minutes of math in the Resource Room. Nine students are in the general classroom completing the gen. curriculum with SpEd services provided in the classroom				